

Investors in Families Lockdown Award checklist

This award will be given to schools that have supported children and families throughout the ‘lockdown’. Its aim is to celebrate and acknowledge the dedication, support, guidance, care and nurture that you have provided during the epidemic. **(1- Means the first lockdown March 2020. 2- Means the second lockdown January 2021).**

Communication

How have you communicated with families?	What platforms did you use?	Frequency of communication?
<p>1 & 2- Fortnightly well-being phone calls to families.</p> <p>1-Posting special assemblies (Praise assembly) on seesaw every Friday to announce which children had been awarded by the teacher for all their hard work for that week.</p> <p>1 & 2- Phone calls to parents as why children haven't been engaging and how can we support them in any way. During the second lockdown and schools are open as hubs for their own pupils. We contacted those parents whose children hadn't engaged and offered them a place in the hub for one day a week to enable them to catch up with work that's been posted.</p>	<p>1&2- Seesaw posting work and private messaging parents/carers. 2- Posting work daily like the first lockdown, but also we have added in videos of us teaching like we would in the classroom.</p> <p>1&2- Schoop- school messaging service.</p> <p>1&2- Our school website- We set up a Coronavirus update page for parents and also a home learning page with activities to access and complete if they wanted to alongside Seesaw work. We posted how to video guides on our school website on how to access different platforms such as Hwb, Seesaw, Teams, Purple Mash and Schoop. In the first lockdown our main platform was seesaw as this is what parents were most familiar with.</p> <p>2- Teams meetings every Friday with the children via hwb.</p>	<p>Fortnightly well-being phone calls from the Head teacher.</p> <p>Special assemblies- weekly on a Friday first lockdown)</p> <p>Seesaw- work and videos posted daily.</p> <p>Teams well- being meetings- Weekly on a Friday.</p> <p>Phone calls from Head teacher and posting of certificates- Weekly on a Friday.</p> <p>Newsletters- weekly via Schoop and school website.</p>



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<p>1 & 2- Update parents as soon as possible when we know what's happening next. E.g- school reopening, bubbles and hubs.</p> <p>2- Weekly newsletters via Schoop to update parents on how hubs have been running, thanking them for engaging in home learning and the procedures if any children have COVID symptoms or positive test.</p> <p>2- On a Friday we have a "Family Fun Friday" and during this time staff undertake PPA. The activities have included baking, making a den, making bird feeders and cards for St Dwynwen's day.</p> <p>2- The Head teacher rings families every Friday to give praise to the children that have done super work throughout the week. Certificates were sent out in the post to them.</p> <p>1&2-Head teacher also contacts parents of families where there has been little or no engagement.</p> <p>1&2- Head teacher contacts vulnerable families to ensure their well-being.</p>		
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Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<p>Phone calls, school e-mail, Seesaw (private messaging) and Schoop (newsletters/updates).</p> <p>We've printed packs for pupils.</p> <p>We've offered devices such as chromebooks and wifi.</p> <p>We've offered parents pens, pencils and paper if they haven't got any at home.</p> <p>We've engaged with families who are FSM.</p> <p>Well-being story books have been collected by parents to support their child/children's well-being.</p>	<p>Yes- the majority of parents interacted and engaged with the school and also home learning.</p> <p>Some parents/children didn't engage with home learning and were phoned to see how we could support them but some didn't answer. This then became difficult to us as we had no way of communicating with the parents to check in on their well-being as well as the child/children. All avenues of communication were explored but some we had no contact from.</p> <p>When schools reopened in June 2020 we asked all parents/carers, staff, governors and pupils to complete a questionnaire regarding home learning.</p> <p>Barriers. Some parents said that they only had one laptop to work off for themselves working at home and their child.</p>	<p>Some parents said that they only had one laptop to work off for themselves working at home and their child.</p> <p>This barrier was overcome by us as a school as we provided laptops and wifi for these families in need of support. (This support was in place from the very beginning March 2020)</p>



	<p>Some parents also said they were unsure if they were teaching the child the same as we would in school. Some of their children told their parents they were doing it wrong.</p> <p>Some parents said their children were missing their friends and didn't really like home learning.</p> <p>Some parents also said their children were missing out on their well-being and physical development.</p>	<p>Some parents also said they were unsure of they were teaching the child the same as we would in school. Some of their children told me they were doing it wrong. We always take parents opinions on board and implement them to the best of our ability. With regards to this barrier we made plans of, if we go into another lockdown we will post videos of ourselves teaching. In January 2021 this is what we've been doing on Seesaw daily. Parents are now able to watch these videos with their child and can model the activity to them like we've done in the video.</p> <p>Some parents said their children were missing their friends and didn't really like home learning. During the second lockdown we set up Teams meetings every Friday for children to have a catch up with their friends and teachers.</p> <p>Some parents also said their children were missing out on their well-being and physical development. In the children's home learning menus staff included physical activities such as Joe Wicks, yoga and going on walks to complete nature hunts. Also with regards to well-being we</p>
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	<p>Some parents didn't have a printer at home and struggled to complete work on a phone.</p> <p>Some parents said their children missed the social aspect of school.</p>	<p>included activities such as yoga, random acts of kindness and ELSA activities on twitter and our school website. Head teacher also made phone calls to families to check on the families' well-being.</p> <p>Some parents didn't have a printer at home and struggled to complete work on a phone. When school opened in June 2020- parents could come in and collect work packs for their child to complete. This also happened in January 2021 for those families that needed it. Offer of printing packs if they struggled with devices and offered devices such as chromebooks and wifi.</p> <p>Some parents said their children missed the social aspect of school. This was when we implemented Family Fun Fridays and also children had TEAMS meetings with their teacher and friends weekly.</p>
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>1-We sent home work packs at the beginning which had work for a fortnight. Once we knew that schools weren't returning we supported</p>	<p>Seesaw, Hwb and Teams.</p> <p>We started to use Teams in the second lockdown for children to see their friends and</p>	<p>1-Work was posted on a Monday for the week.</p>



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<p>home learning by posting work weekly on Seesaw for children to complete.</p> <p>1&2-We supported parents by providing laptops/dongles for children to complete their learning at home.</p> <p>2-Work was set on Seesaw daily and 3 videos were posted of teaching like we would in school.</p> <p>2- Staff have returned phone calls to parents to support them on how to post work on Seesaw/join a Teams meeting.</p> <p>2-In September 2020 we provided home learning packs with work for a fortnight to all children. This was in case of an imminent lockdown and they would have work to complete until we knew what the next steps were. This work could also have been completed if children were self-isolating. Some of our children have been in self isolation and we provided videos of their class teacher teaching subjects for them to complete, this was via Seesaw. Staff made phone calls to those families self-isolating to check in with them and see how the children were coping with home learning.</p>	<p>teachers. We also signed up to Reading Eggs as a school and provided families with their child's login and password. Children could then access reading books online to read and play phonics games.</p> <p>Teachers have been posting voice comments to pupils about their work on seesaw. This seemed to engage some pupils that had little engagement previously. It seemed to give them a little more motivation by hearing teacher's voices.</p>	<p>2-Home learning menus were sent out every Monday- 3 videos were posted daily. 1 literacy, 1 numeracy and 1 topic.</p> <p>2- Teams meeting every Friday and Family Fun Friday.</p>
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<p>2- As a school we signed up to Reading Eggs so children could continue to read at home as much as possible.</p>		
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Health and Wellbeing

<p>How did you promote Emotional Health and Wellbeing?</p>	<p>How was this monitored?</p>	<p>Is further work required in this area, what will you be doing?</p>
<p>1&2-Joe Wicks workouts, yoga, just dance, nature walks/hunts, 30 days wild and random acts of kindness were/are included in the work set.</p> <p>1-All staff sent video messages weekly via seesaw to children to say how proud we were of them home learning, how much we missed them in school and giving them praise and motivation to keep up the fantastic work.</p> <p>1&2-All staff read a story daily on Seesaw (take it in turns with staff in our classes).</p> <p>1-The ELSA lead staff member posted an activity every Wednesday on our Twitter page for children to access if needed. The ELSA lead staff member also carried out intervention via a weekly phone call.</p>	<p>This was monitored by phone calls by the Head teacher. It was monitored through seesaw as some families posted videos/pictures of the children carrying out the activities and the children looked happy and were enjoying themselves.</p> <p>Some children recorded voice messages/videos back to us with their work and you could tell they were excited/happy by their tone of voice.</p> <p>Teams meetings in the second lockdown are attended by the majority of children as they're missing their friends and the socialising aspect.</p> <p>Children who are attending the hub now (January 2021) staff are checking in and completing circle time to ensure children are happy with attending school and that they</p>	<p>As a school one of our strengths is health and well-being and we've identified well-being on our SDP. When children returned to school in June 2020 we carried out lots of work around well-being and mindfulness such as yoga, relaxing music and colouring, catching up with friends and socializing and circle time.</p> <p>When schools fully reopened in September 2020 our children were very resilient and adapted to the new routines well, such as handwashing, sitting front facing in rows, one class on the yard and eating lunch in class. We also completed health and well-being activities such as glitter germ experiment to explain why we needed to wash our hands regularly and, a social story on how we come back to school and it's ok to have different feelings as a lot has changed.</p>



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<p>1&2-On our school website there's a well-being section on the home learning page. We posted videos on why we can't hug and have to stay 2 metres apart (child friendly). There are also well-being stories on there they can watch such as A Book of Feelings, The Colour Monster and Glad Monster Sad Monster. There are also well-being stories about Covid and Sammy Sloth returning to school.(June 2020)</p> <p>2-Well-being Teams meetings with teachers and friends every Friday.</p> <p>1&2-Head teacher created a well-being folder on the schools T-drive for all children and also staff.</p>	<p>have no worries. If they do, staff members complete activities with them to support their well-being.</p>	<p>Some of our children that returned to school in June and September and attended the hub in January 2021 have had some worries. Our ELSA staff member has supported these children and have timetabled 1-1 sessions with them and some with their peers. Staff have also read stories with a link to well-being and discussed our feelings and changes to school life. During the Autumn Term circle time was timetabled into our weekly planning.</p>
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Innovation

How else have you gone above and beyond to support your children and families?

We're always gathering evidence, analysing evidence, making judgements, feeding into our school self-evaluation and school improvement plans and monitoring and implementing as we go.

We have regular professional dialogue as to what went well, what to improve and sharing ideas.

We measure levels of engagement of all children on a weekly basis including TEAMS meetings.

We're always looking at ways to improve. E.g. Signed up to Blended Learning Masterclass (EAS) and are also networking to share ideas.